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AUTHOR Gerba, Janet S.
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ABSTRACT

Instructional materials designed to be used with the feature films "Old Yeller" and "The Miracle Worker" in classes of English as a second language include, for each film, general notes on film presentation, a teacher's synopsis of the film divided into segments, a student viewing guide and vocabulary preview for each segment, a list and/or charts of objects or animals seen in the film, and a character list for student use. The materials for "The Miracle Worker" also include a teacher's guide to body language in the film. Some suggestions for class follow-up activities and further reading are provided. (MSE)

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Miracle Worker and Old Yeller

Teaching Materials and Viewing Guide for ESL Class

Janet Gerba

Nutley Public Schools, NJ

FL 016863

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OLD YELLER
INTRODUCTION

Old Yeller is a movie that interests ESL students of all ages. The themes of family unity, sibling rivalry, responsibility, survival, devotion of a pet and a bothersome neighbor run across cultures. Post-Civil War Texas provides an interesting glimpse of life in America's past. The animals and scenery can provide plenty of material for class discussion. The dialect and regional expressions do not distract from the overall enjoyment of the film. It's message is strongly visual, enabling the most limited of English speakers to understand what is happening.

The advantage of using a video is that it can be stopped anywhere and rerun if necessary. This film and accompanying teaching materials have been divided into segments. After completing the movie segments and viewing activities, the movie can be shown again, uninterrupted, with popcorn, for the total "at the movies" effect.

In order to use this film in the ESL class to improve listening comprehension and speaking skills, the following materials are provided.

A teacher's synopsis of each part The film has been divided into seven parts. Each part runs about 12-20 minutes, in order to leave time for discussion and activites during a regular class period.

A viewing guide for the students Before each part is shown, vocabulary is introduced. Students should also read the questions before viewing each part. While viewing, they need only check the appropriate response. This guide helps give a purpose and focus for listening and viewing.

A teacher's list of animals For the teacher's benefit, all the animals that appear in the film, whether they are mentioned in the script or not, are listed.

An animal chart for students As each animal is sighted, students enter it on the chart. The rest of the chart is filled out through class discussion. A completed chart is provided as an example. From this can come practice in asking each other questions and making statements.

Examples: What is the enemy of deer?
Cattle eat grass and grain.

Each student will need 3 blank charts to include all the animals seen in the movie. Note that for some animals the group name is plural and there is no singular form, for some there is both a singular and plural, and for some the same word functions as both singular and plural.

Examples:

plural	singular	making possible
cattle	a cow, a bull	cattle eat, a cow eats
wolves	a wolf	wolves eat, a wolf eats
deer	a deer	deer eat, a deer eats

The teacher must be aware of what structures can be used as an example so that students do not generate sentences like
*A baby cattle is a calf from A baby deer is a fawn

A character chart for students At the end of each part, students enter the characters that have appeared. The physical description can be done at this point but a more accurate and complete description of the kind of person each is can best be done at the end of the film. The teacher can encourage the use of commonly accepted terms and phrases for physical description such as medium build, fair skinned, stocky, approximately ____ pounds, squinty eyes, sloppy appearance, etc. This also provides an opportunity to discuss how to describe a feature using words that have biased/unbiased, negative/positive connotations. All students react to the character of Bud Searcy. It is interesting to list all the behaviors that make him distasteful to the Coates family.

A final tip for using the film- the techniques of schema development and prediction work as well with film as they do with reading. After the introductory credits, stop the tape and ask them to guess in what time frame the film takes place, what country, what state, what kind of movie it will be (comedy, drama, adventure, war, love, mystery, etc.). List all the guesses. Show a bit more then revise the list based on new information (log cabin, talk about dollars, mention of Texas, Confederate). Then predict what the inside of the house will be like, how they live, what they eat, where they get their food, clothes and other necessities of life.

The book, Old Yeller, is available in paperback from Perennial Library of Harper and Row. The author is Fredrick Benjamin Gipson. The video is available from Walt Disney Studios. The materials enclosed are public domain and may be reproduced.

Old Yeller
Synopsis

Part I

The older brother (Travis) tries to explain to the younger brother (Arliss) why the father is going on a cattle drive and what money means. Then the parents discuss his going away and say their goodbyes. On his way from the cabin, Father explains Travis's responsibilities while he is away. Travis reminds his father that he wants a horse. Father is gone one day and a stray dog (Old Yeller) chases a rabbit through the farm. This scares Jumper, the mule, who wrecks the fences with the plow he is dragging. At supper Mother discovers a frog, lizard and snake in Arliss's pockets and tells Travis how much the little boy needs a dog to play with and to protect him, just like the one Travis had when he was a little boy. At breakfast, they discover that Old Yeller has stolen meat hanging outside. Arliss immediately claims the dog and Travis is angry that Mother lets him keep a dog that is so much trouble.

Part II

Travis goes deer hunting and returns to find Arliss and Old Yeller playing in the drinking water. A rock fight ensues and Travis is further angered by Old Yeller. That night he hangs the deer meat low enough to tempt Old Yeller saying he'll shoot him if he eats it. It's still there in the morning, puzzling Travis. When he and Mother are cutting wood Old Yeller catches a fish which Arliss then claims he caught after an imaginary struggle. Travis is worried about Arliss' tall tales. Then Arliss lures a bear cub close enough to grab and when the mother bear comes to attack, Old Yeller drives her off. That event begins to win Travis who later that night invites Old Yeller to sleep in the bed with him and his brother.

Part III

Mother expains to Travis why she and Father decided to settle at this spot. Then Bud Searcy and daughter Lisbeth arrive. He explains that all the men on the cattle drive asked him to stay and take care of the women. He tells them that some animal has been stealing food from other settlers. He manages to get invited to stay for lunch. While picking corn, Lisbeth tells Travis she saw Old Yeller stealing but won't tell because he is the father of her dog's pups, soon to be born. At lunch,

Bud tells how he marks hogs from up in a tree. After Searcys leave, Travis decides to keep Old Yeller so busy he won't have time to steal, so they guard the corn patch all night and chase away racoons. The next morning they go to find Old Rose who has given birth to her calf. Old Yeller proves an excellent cow dog, saving Travis from her attack. Back home Travis calls Old Yeller to intimidate her into standing still after she has refused to be milked.

Part IV

A cowboy, named Burn Sanderson, rides up looking for his yellow dog that has run away. Arliss is so enraged that Sanderson is taking "his" dog that he throws rocks at him and his horse throws him. With humor and understanding Sanderson makes a swap, a horned toad and a woman-cooked meal for the dog. As he leaves he warns Travis about hydrophobia that has broken out. Travis tries Bud's method of hog marking from a tree but falls and he and Old Yeller are attacked and badly injured by the hogs. Travis hides Old Yeller in a cave and goes home for help.

Part V

Mother cleans Travis up and they go for Old Yeller. Mother sews him up and they carry him home on a litter strapped to Jumper. When the Searcys drop in again, Lisbeth tries to give Travis a a pup but he doesn't want one because he has Old Yeller. Arliss gets the pup. Bud gives graphic details of his uncle's death from hydrophobia that he contracted from hog bites. Mother throws him out and tells him what she needs help with is gathering the corn so he leaves Lisbeth.

Part VI

They have to shoot Old Rose because she has hydrophobia. When they are burning the carcass a wolf jumps out and Travis kills him as he is fighting with Old Yeller. When they realize that the wolf must have been mad, they pen up Old Yeller to wait and see if he gets it, instead of shooting him then. He does go mad and Travis has to shoot him after Arliss almost let him out.

Part VII

Father returns with money, an Indian war bonnet for Arliss, a dress and shoes for Mother and a horse for Travis. When he asks about Travis, Mother explains all about Old Yeller. After Travis and Lisbeth bury Old Yeller, Father has a talk with

Travis about grief. When they go to the cabin to eat, they discover that Old Yeller's pup steals meat just like his father did. Travis picks him up and says it's time to start training him to work like Old Yeller.

Old Yeller
Viewing Guide

Part I

Vocabulary steers Confederate to bust to rock garter snake to switch (someone) rattler

Viewing/Questions

1. Where is the father going? to work in Texas / on a cattle drive to Kansas
2. Who will do the father's work? mother / the boy / no one
3. What does Travis want more than anything? horse / dog / money
4. What causes trouble? wolf / mule / dog
5. What does Arliss keep in his pockets? little animals / knife / money
6. What does Mother think he needs? dog / new clothes / friends to play with
7. Does Travis want to keep the dog? yes no
8. What does the old yellow dog take? cake / bread / meat
9. Will they keep the dog? yes no
10. In what year do you think this movie takes place?
    about 1875 about 1925 about 1975
11. Where do you think these people live? New Jersey Texas

Part II

Vocabulary jughead bobwhite to waller (wallow) to mind (someone) to thrash (someone) cotton-tail windies

Viewing Questions

1. What does Travis bring home to eat? deer / duck / rabbit
2. Where are Arliss and Old Yeller playing? in the river / in the garden / in the drinking water
3. Does Old Yeller steal any meat at night? yes no
4. Who catches a fish? Arliss / Old Yeller
5. Does Arliss say that Old Yeller caught the fish? yes no
6. What does Arliss try to catch next? deer / bear / fox

7. Who saves Arliss? Travis
Mother
Old Yeller

8. Does Travis change his mind about the dog? yes no

Part III

Vocabulary settlement to fetch Javalina hogs to squeal varmint smoke house to tote to swipe arrowhead Comanche to dread to reckon to charge to fret rogue to pen to prowl coons yonder to rile

Viewing Questions

1. Why did Mother and Father build their house where they did?
It was a pretty place.
They were afraid to go somewhere else.

2. Who comes to visit? a neighbor and his daughter
a man and his wife

3. What does Travis find out about Old Yeller? he steals food
he kills chickens
he belongs to a neighbor

4. Why won't Lisbeth tell anyone about Old Yeller?
He's the father of her dog's puppies.
Travis will get mad if she does.

5. Does Mother like Mr. Searcy? yes no

6. What does Old Yeller chase from the corn field? coons
deer
rabbits

7. Why is the cow gone? the dog chased her
she had a calf

8. Who helps Travis milk the cow? Mother
Arliss
Old Yeller

Part IV

Vocabulary San Antone stray prowling rascal obliged horned (horny) toad thieving to sway lop-eared to splurge plague hydrophobie(ia) critter slobbering staggering bobcat to aim to

Viewing Questions

1. Who is the man who comes to their house? a cowboy
a hunter
a gunfighter

2. What does he want? money
his dog

3. Why does Arliss throw rocks at Mr. Sanderson?
He's hurting Travis
He's taking Old Yeller

4. What will the man take for the dog?
A horned toad and dinner
Fifty dollars

5. What does he tell Travis to watch for? Indians
animals with hydrophobia

6. How does Travis get hurt? He falls out of a tree.
Hogs bite him.

7. Why does Travis put Old Yeller in a hole in the rocks?
He died.
He will be safe until Travis gets help.

Part V

Vocabulary buzzards to patch up litter prickly pears poultice to holler fits snarling snapping warning to hitch up corn crib bashful

Viewing Questions

1. What does Mother do to help? She sews up Old Yeller's cuts
She gives him medicine

2. What does Lisbeth bring to Travis? flowers
candy
puppy

3. Why is Lisbeth so unhappy? Travis doesn't like her.
He doesn't want the puppy.

4. Why is mother angry at Mr. earcy?
He tells them his uncle died of hog bites.
He tells them Travis is going to die.

5. What does Bud do when Mother asks for help on the farm?
He stays to help.
He leaves Elzabeth to help.

Part VI

Vocabulary to bellow carcass nasty leaping to suffer

Viewing Questions

1. What happens to Old Rose? A wolf kills her.
She get hydrophobia.

2. What happens when Mother and Lisbeth are burning the cow?
A wolf bites them
A wolf bites Old Yeller.

3. Why does Mother say the wolf had hydrophobia?
A healthy wolf wouldn't come around a fire.
The wolf was falling down and making noise.

4. How long will they watch Old Yeller? two weeks
ten days

5. Why does Travis do the shooting? It's his dog.
Mother is afraid to.

Part VII

Vocabulary to scalp

Viewing Questions

1. What does Father bring Arliss? clothes Indian headdress
2. What does Father bring Mother? dress and hat dress and shoes
3. What do they do with Old Yeller? burn him bury him
4. What does Father tell Travis to do?
Find something good to take the place of the bad.
Take the horse and forget Old Yeller.
5. What do they find out about the puppy? He fights like Old Yeller.
He steals like Old Yeller.

Your mamma told me about the _____. Come sit down son. That was rough son, roughest thing I ever _____ tell of. But I'm mighty proud a how my boy _____up to it. Couldn't ask more of a grown man. _____to do now is try and forget it. Go on being a _____.

Well, now then, for no good _____ a man can figure out life will just haul off and _____him flat. Slam him again' the ground so _____ it'll seem like all his insides is bustin' It's not all like that. A lot of it's mighty _____. You can't afford to waste the good part frettin' about the_____. That makes it all bad. You _____what I'm tryin' to get at?

sure, I know. Sayin' it's one _____and feelin' it's another. But I'll tell ya a trick that's sometimes a big _____. You start lookin' around for somethin' good to take the place of the _____.As a general rule, you can find it. _____ya that horse I promised.

OLD YELLER ANIMAL CHART

COLLECTIVE OR GROUP NAMES	INDIVIDUAL NAMES	HOME	FOOD	ENEMY	MEAT	SCIENTIFIC/ GROUP NAMES

ANIMALS IN THE FILM

chicken

mule

dog

rabbit

horned toad

frog

snake, rattlesnake, rattler, garter snake

bobwhite, quail

deer

squirrel

catfish

bear

raccoon

cow

javalina, hog, pig

buzzard

lizard

wolf

OBJECTS ON THE FILM

log cabin
fence, fence post, gate
chimney
corncrib
corral

fireplace, hearth
peg
quilt, pillows
candles
kettle, ladle, skillet, frypan
hot pad
spatula
pitcher
needle

cart
wagon
saddle, bridle, reins, stirrups, spurs
rifle, gun, holster, powderhorn

plow
axe
saw
rake, hoe, shovel
barrel
bucket
trunk
clothes line
rope
bedroll

vest
apron
suspenders
bandana
Indian war bonnet

hides
swing
tomahawk
arrowhead
bonfire
grave
litter

rock, boulder
log, stump, limb
woodpile
haystack

OLD YELLER ANIMAL CHART

COLLECTIVE OR GROUP NAMES	INDIVIDUAL NAMES	HOME	FOOD	ENEMY	MEAT	SCIENTIFIC/ GROUP NAMES
bobwhites quail covey	 chicks	fields nest	grain, seeds	eagles hawks snakes fox	quail	bird aves
squirrels chipmonks		trees logs nest	grain, seeds	large birds cats fox, wolf		mammal rodent
catfish		freshwater	anything	other fish man		fish
bears raccoons	boar sow cub	woods cave den	fish small animals eggs plants, fruit garbage			mammal
cattle herd	bull, steer cow, heifer calf	ranch farm pasture barn	grain, grass	man	beef, veal, steak, roast, chops, ribs, hamburger	mammal ungulate ruminate bovine
horses herd	sire, stallion, gelding mare, dame colt, pony	ranch farm pasture corral stable, barn	grass, grain			mammal ungulate equis

OLD YELLER ANIMAL CHART

COLLECTIVE OR GROUP NAMES	INDIVIDUAL NAMES	HOME	FOOD	ENEMY	MEAT	SCIENTIFIC/ GROUP NAMES
dogs litter pack	bitch puppy, pup	with people	dog food meat, grain	eaten in some countries		mammal carnivore canine
mules team		farm	grass, grain			mammal equis
horned toads		holes, rocks, sand	insects	birds snakes		reptile
frogs	tadpole	tadpoles in water adults on land	insects	raccoons birds fish	legs	amphibian
snakes		nest, rocks, grass, holes in the ground	small animals insects	foxes birds eaten by some people		reptile
deer herd	stag, buck doe fawn	woods	grass	lion wolf man	venison	mammal ungulate

OLD YELLER ANIMAL CHART

COLLECTIVE OR GROUP NAMES	INDIVIDUAL NAMES	HOME	FOOD	ENEMY	MEAT	SCIENTIFIC/ GROUP NAMES
buzzards flock		nest	dead animals			bird aves
javilinas hogs, pigs	boar sow piglet	in the wild pigs on farms	plants pigs eat anything	wolves man	pork, ham, bacon, ribs, chops, roast	mammal ungulate
wolves pack	bitch cub, pup	woods	small animals sick large animals			mammal carnivore canine
chickens poultry flock	rooster, cock hen chick	farm coop henhouse pen roost	grain, seeds	man fox	poultry fryers broilers	bird aves

MIRACLE WORKER
INTRODUCTION

The Miracle Worker is an excellent film to view in the ESL classroom. ESL students certainly should be able to identify with its theme that language unlocks the door to the world. They can identify with personal chatacteristics that run across cultures: stubbornness, dedication, and determination. They can also understand the debilitating affects of excessive pity. Post Civil War Alabama provides an interesting glimpse of life of America's past. The actions and personalities of the characters in the film provide plenty of opportunity for class discussion. The Southern and Irish accents and regional expressions do not distract from the overall enjoyment of the film. Its message is strongly visual, enabling the most limited of English speakers to understand what is happening.

The advantage of using a video is that the film can be stopped anywhere and can be rerun if necessary. For teaching purposes this film is divided into eight parts. After viewing these parts and completing the viewing activities, the film can be shown again, uninterrupted, with popcorn, for the total "at the movies" experience. Teacher previewing using the materials is essential.

In order to use this film in the ESL class to improve listening comprehension and speaking skills, the following materials are provided.

The teachers synopsis of each part The film has been divided into eight parts. Each part runs between 10 and 15 minutes, in order to leave time for discusssion and activities.

A viewing guide for the students Before each part is shown, vocabulary is introduced. Students should also read the questions before viewing each part. While viewing, they need only check the appropriate response. This guide helps give a purpose and focus for listening and viewing.

A list of objects seen in the movie This list can be used for a treasure hunt and can stimulate discussion.

A character chart for students After viewing each part the students enter the characters that they have seen. The physical descriptions can be done at this point but a more accurate and complete description of the kind of person each is can best be done at the end of the film. The teacher can encourage the use of commonly accepted terms and phrases for physical description such as full bearded, tall and thin, hair pulled back in a bun, short and stocky, etc. This also provides an opportunity to discuss how to describe a feature using words that have biased/unbiased or negative/positive connotations. All the characters have strong personalities which are interesting to discuss. There are seven characters with prominent parts and four who appear with few or no lines.

A teacher's list of body language This film is rich in nonverbal messages. A list of many of these gestures is included. The film or parts of it can be viewed without the sound and the students can figure out what the gestures mean or they can be demonstrated and matched with possible meanings.

A final tip for using the film- the techniques of schema development and prediction work as well with film as they do with reading. The film begins with the discovery of Helen's blindness and deafness followed by the credits. Before these credits, stop the tape and ask them to guess in that time frame the film takes place, what county, what state, what kind of movie it will be(comedy, drama, adventure, war, mystery, love, etc.) List all the guesses. Discuss blindness and deafness, what these handicaps involve and the vocabulary needed to discuss them. Then continue the film. After the second segment revise the predictions and guesses based on new information. Predict what will happen.

The play, The Miracle Worker, by William Gibson, is available from Bantam Books. The video film is produced by MGM/UA Home Videos of New York City. Further readings about Helen Keller can be found in Americans of Dream and Deed by Lowenherz and Lowenherz, Amsco Publishers, Reflections by Griffin and Dennis. Newbury Publishers, and America's Story Book Two by Bernstein, Steck-Vaughan Publishers. A brief article on Louis Braille appears in Elementary Reader in English by Robert Dixon, Regents Publishers.

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SYNOPSIS OF THE FILM

Part One

The doctor tells the Kellers that their daughter will live. It is Captain Keller's third child but Kate Keller's first. As Keller walks the doctor to his buggy, Kate discovers that the illness has left Helen deaf and blind. We next see Helen as a small girl whose multiple handicap causes many difficulties for the family and for herself. Kate tells her husband of another school she has heard about. He angrily reminds Kate and Helen's aunt, Ev, that there is nothing that can be done for Helen. Helen's half brother, James, suggests putting her in an asylum. As the family argues Helen tries to show them she wants her doll to have eyes. She senses the fight and gets angry herself. Captain finally consents to writing to the school in Boston for help.

Part Two

The head of Perkins School, Mr. Anagnos, puts Anne Sullivan on the train. He advises her to be more tactful and humble and to bury her past. Her dreams show her entering the asylum with her younger brother, who was crippled. He cries when they are separated. She is met in Tuscumbia, Alabama by James and Kate. Helen feels Anne slam the suitcase on the porch and investigates her and the suitcase. Captain is not happy to hear that she is recovering from surgery to correct her own blindness and that she is a graduate with no experience.

Part Three

Helen goes through Anne's suitcase and Anne begins giving Helen signs. James makes observations with his usual pessimism and sarcasm. In anger, Helen locks Anne in the room and Captain has to carry her down the ladder from the second floor window. Anne sees Helen drop the key down the well. She tries to teach Helen right from wrong by facial expressions. She tries to explain to Kate that it will take a long time for Helen to associate an object with the sign for it. When Helen stabs Anne with a needle, Kate quiets her with candy. Anne is furious that Helen's behavior is rewarded with candy.

Part Four

At breakfast the family is arguing about the Civil War when Helen begins circling the table and taking food from their plates. Helen has a tantrum when Anne won't let her take food from her plate. The family explains that they let her do this so they can have a peaceful meal. Anne is furious when told she should have pity on Helen and throws the family out. Captain storms off to work and tells Kate to fire Anne. In the dining room, an all morning battle begins, in which Anne makes Helen sit at the table, eat with a spoon from a plate and fold her napkin. Kate is overcome at this accomplishment.

Part Five

A flashback shows Anne being told by an old lady at the asylum that there are schools where she could learn to read and write. We hear her argue with her brother about leaving some day. Anne also reads from a book that tells how people would come to the rescue of a person who falls in a pit. It says they should make a similar effort to rescue the soul of a handicapped person. Anne decides to fight for Helen and ignores Captain Keller's attempt to dismiss her.. She asks to live in a small house on the farm and have complete charge of Helen who will not be allowed to see her parents. Captain changes his mind and agrees on two weeks after hearing Anne tell what life is like in an asylum. She tells them Helen's worst handicap is their love and pity.

Part Six

James still thinks Anne should give up but she says that is her idea of the original sin. She gets back in touch with Helen by making her jealous of Percy. the cook's son.

Part Seven:

Captain looks in to find that Anne won't let Helen have breakfast until she dresses herself, which she finally does. Anne claims it's like cutting supplies in battle, a reference to the earlier discussion of the Civil War. At the end of two weeks Anne asks for more time but Kellers say no because they are satisfied just to have her clean and mannerly. They expect Anne to continue working with Helen in their house. Anne is very disappointed that she has been unable to reach Helen and teach her what words are.

Part Eight

As she receives her first month's salary, Anne warns Captain Keller that they must keep Helen to what she has learned because letting her have her way is a lie about what life is like. Helen tests everyone at her first meal by dropping her napkin. Anne is furious at the Keller's weakness in discipling Helen. When Helen throws a pitcher of water on Anne, Anne forces her to go outside where she must refill the pitcher. Anne spells water in Helen's hand, Helen suddenly makes the connection. Anne calls the family out to see. Helen asks for the word to call Anne and then gives her some keys. That night Helen seeks out Anne to give her a kiss and the film ends with Anne signing, "I love Helen."

MIRACLE WORKER
VIEWING GUIDE

PartOne
Vocabulary

battle scars/battle scarred
to knock down
infants
acute congestion
stomach
brain
vitality
editorial
specialists
permission
asylum
mentally defective
discipline
affliction/afflicted
to confine
to slip further away

Viewing Guide

1. Who is sick? __mother ___father __child

2. How many children does the father have? __1 __2 __3

3. How many does his wife have? __1 __2 __3

4. How does the doctor get home? __car __buggy __taxi

5. What is the illness? __acute congestion __TB __measles

6. What's the mother's name? __Carol __Katy __Cindy

7. What does she call her husband? __Captain __Kevin

8. What is the child's name? __Mattie __Katy __Helen

9. What two things does the mother discover about the child?
__she can't see __she can't move __she can't hear

10. What does the old lady want to do with Helen?
__send her to a hospital in Washington
__send her to a school in Boston
__send her to an asylum

11. What does the young man want to do with Helen?
__send her to a hospital in Washington
__send her to a school in Boston
__send her to an asylum

12. Does the father think the school in Boston will help?
__yes __no

13. What does Helen want her doll to have?
__clothes __eyes __ears

14. What does she take from the old lady? __beads __buttons

15. Why does the mother want to try the school in Boston?
__she wants Helen out of the house
__she wants help because she doesn't know how to teach Helen

10 minutes ends with Captain: "I'll write to Perkins, Katie."

Inference

1. What time/date do you think this story takes place? What makes you think that?

2. Why would a child be blind and deaf after an illness?

3. How old do you think Helen is when the movie begins? What makes you think that?

4. How can Helen tell that the family is arguing? How does that affect her?

Part Two

Vocabulary

tact
saucy
ressurection
humble
affection
ignorant
opinionated/opinion
lady-like
woman's ward
governess
trunk
rough
glasses
operations
position
valedictorian
inexperienced, half-blind Yankee
to agree with

Viewing Guide

1. What does Mr. Anagnos give Annie?

__flowers __a ring __a kiss

__advice __a book __candy

2. What is wrong with the children at the train station?

__deaf __blind __poor

3. What is wrong with the little boy in her dream?

__blind __deaf __a bad hip

4. Who meets Annie at the train station? __James __Captain

5. How far away is the house? __one mile __one hour

6. What does she call her two pieces of luggage?
__trunk __bag __suitcase __valise __box

7. Does Annie have experience as a teacher or governess?

__yes __no

9½ minutes ends with Katie: "Why say anything?"

Inference

1. Who do you think Mr. Agnanos is?

2. Who are the children in her dream?
3. Can you tell what happened to them?

4. James tells Annie she looks like half a governess. What does that mean and why do you think he feels that way?

5. Why does Annie slam the suitcase down on the porch?

6. How does Helen identify people she knows and strangers?

7. Why do you think Kate doesn't look at her husband when he asks questions about Annie's glasses and work experience?

8. How do you think Annie and Captain Keller will get along?

PartThree
Vocabulary

drawers
ticklish
How bright she is..
imitate
vow of silence
wretch
manners
to be on (someone's) side
chivalrous
simplifying
under (one's) own steam
inconvenience
gibberish
impaired
reward
stabbing
compelled

Viewing Guide

1. What is the first word Annie spells to Helen?

__cake __doll __Helen

2. How does Annie get out of the room? __Captain unlocks it

__Captain carries her down the ladder

3. Where has Helen first hidden the key? __in her pocket

__in her mouth

4. Then where does she put it? __down the well __in a box

5. Does Helen understand what the sign language means?

__yes __no

6. How does her mother make Helen quiet down?

__sing to her __puts her in a room __gives her candy

17 minutes ends with Annie shaking the doll.

Inference

1. Why do you think Helen threw away the key?

2. Why is Annie angry at the mother when she gives Helen candy?

3. Which person or persons does the word stubborn describe? What can the result be when stubborn people deal with each other? Who does quick tempered describe?

4. Do you think Helen is retarded? Does Annie? Can you give examples why? Who thinks Helen will never get better?

Part Four

Vocabulary

accustomed
persist
to struggle
deprived
tantrum
spoiled child
pity
tyrant
under the strawberries
hireling
exceptionally intelligent
afternoon
folded her napkin
the room's a wreck

Viewing Guide

1. What does Helen do at the breakfast table when the family is talking?

__she makes noise __she takes food from their plates

2. Who won't let her? __James __Annie

3. Put an H by the things Helen does and an A by the things Anne does

_____kicks the floor

_____pinches

_____pushes her away

_____hits/slaps

_____sits her down

_____runs away

_____crawls under the table

_____licks her plate

_____hits the table

_____throws spoons

_____bites

_____forces her to eat with a spoon

_____spits

_____throws water

_____pulls hair

4. What time is it when Annie makes Helen finish lunch?

   _____time to eat again _____time to go to bed

5. What is Helen's mother so surprised about? __Helen had a fight __Helen folded her napkin

15 minutes ends with Kate; "My Helen folded her napkin."

Inference

1. Why does the family let Helen eat from their plates?

2. How does Annie feel about pity?
   What does she mean when she says it 's less trouble to feel sorry for Helen than to teach her anything better?

3. Can you tell how long the fight in the dining room lasted?

4. Why is Kate so amazed that Helen folded her napkin? What does that really mean to the mother?

Part Five
Vocabulary

broken
burden
impertinent
incompetent
ineffectual
immodest
extraordinary
scuttled
to give her notice
satisfied/dissatisfied
allowances
to give (someone) another chance
rudeness/rude
radical change
persuade
to flee
plague
outgoing
the lost lamb in the parable
handicap
to housebreak (housebroken)
dependent (to depend)
to interfere
abandon
to run errands
bedstead
barn
consent
miracle
tolerate

Viewing Guide

1. When Annie was a little girl what did she say she wanted to do?

__be a teacher

__go to school

__be a writer

Cloze Passage

ANNIE: Can nothing be done to disinter this_____ soul? The whole neighborhood would rush to_____ this woman if she were buried_____by the caving in of a pit, and labor with zeal until she were_____out. Now if there were one who had as_____patience as zeal, it might awaken her.....might awaken her to a consciousness of her immortal nature. The chance is_____indeed, but with a smaller chance they_____ have dug desperately for her in the pit; and is the life of the _____of less import than that of the_____?

2. Captain wants Annie to ___stay __leave
3. Kate wants Annie to __stay __leave
4. When did Helen begin talking?

__six months old

__one year old

5. What does Annie think is Helen's worst handicap?

__blindness

__deafness

__ her parents' love and pity

6. What does Annie want to do about Helen?

__ take her away from the family

__quit

Cloze Passage

ANNIE: The asylum: I grew up in_____an asylum. The state almshouse. Rats-why, my _____Jimmie and I used to play with the _____because we didn't have toys. Maybe you'd like to_____ what Helen will find there, not on visiting_____. One ward was full of the old _____, crippled, blind most of them_____, but ever if what they had was catching there was _____ else to move them, that's where they put _____. There were younger ones across the hall, prostitutes mostly; with_____, and epileptic fits, and a couple of the kind who keep after other girls, especially young ones, and _____ insane. Some just had the D.T.'s. The youngest were in another ward to have_____ they didn't want, they started at thirteen, fourteen. They'd_____afterwards, but the babies stayed and we_____with them, too, though a lot of them had sores all_____ from diseases you're not supposed to talk about, but not many of them_____. The first year we had eighty, seventy_____. The room where Jimmie and I played _____the deadhouse, the dead room where they kept the bodies till they could _____the graves.

KATE: Oh my dear.

ANNIE: No it made me _____But I don't think you need send Helen there. She's strong _____.

5. Does Captain Keller consent to Annie's wishes? Yes___ No_____

6. How long does Annie have? ____2 weeks ____3 weeks

13 min. ends with Annie, "It;s the first of many. Twenty-six."
(If the cloze passages are repeated this part will take longer.)

Inference

1. Why do you think Annie feels it is impossible to teach Helen with her family around?

2. What do you think Helen's reaction will be when she discovers her parents are gone and she's alone with Annie? Do you think Annie's plan will work?

3. Why do you think Captain Keller gets angry and says one thing and then often changes his mind?

Part Six
Vocabulary

tubercular hip /crutch
to win (someone's) hand
temper
to count on
dullness
acceptance
to let go
to give up
original sin
jealous
mockingbird

Viewing Guide

1. When Helen finds out she is alone with Annie what sign does she make?

__mine __no __mother

2. What happened to Annie's brother?

__he died __he is still in a hospital

3. What does Annie think is a sin?

__ to tell a lie __to give up

4. Who is Helen jealous of? __Percy __her brother

25 min. ends with "Hush Little Baby".

Inference

1. Why do you think Annie thinks and dreams about her brother and herself so often?

2. Do you think Annie made any progress with Helen in the first evening?

Part Seven

Vocabulary

difference of opinion
to starve
to cut supplies
seige
obedience/obey
crochet
inadequate
to accomplish
behave
manageable
cleanliness is next to godliness
agreement

Viewing Guide

1. Why hasn't Helen eaten breakfast when Captain Keller looks in?
   __She isn't hungry __She won't dress herself first

2. Write all the words Annie spells to Helen in this part of the film.

3. What are the parents happy with?

   ____Helen has learned to keep herself clean

   ____Helen knows some words

   ———Helen is well-behaved

Annie: Yes, what is is to me: They're_____.
Give them back their child and their dog, both _____-
broken. Everyone's satisfied but me and you. Reach! Reach!
I wanted to teach you. Everything the earth is_____
of, Helen,everything on it that's ours for a wink and
it's _____, and what we are
on it, the light we bring to it and leave behind in_____.
Why, you can see five thousand_____bac
in a light of words. Everything we feel, think,
_____ and share, in words, so
not a soul is in _____, or

done with, even in the grave. But I know, I know, one_____

and I can put the world in your hand, and whatever it is to me.

I won't take less? How, how, do I tell you that this-_____

a word, and the word means this _____wool?

14 min. ends with Annie putting the eyecup to her eye.

(If the CLOZE passage is repeated this part will take longer.)

Inference

1. Annie tells Kate that Helen has learned to spell words but doesn't know what they mean. How does Annie know Helen hasn't learned that one object has a name? How will she be able to tell when Helen does realize this?

2. Since Helen's parents are happy that she learned some things, why do you think they won't let Annie keep her longer?

3. What do you think was the author's purpose in showing Helen with the dog?

4. Why do you think Annie wants so badly for Helen to learn? Do Annie's dreams help explain her reason to keep trying with Helen?

Part Eight

Vocabulary

salary
to pay a debt
faith
Good Book
pulling my lower extremety (to pull one's leg)
to give in to
indulge
tug-of-war
outsider
homecoming
bountiful
at (someone's) expense
guest of honor
compromise
to smooth things out
to undo
creature
consummately wrong

Viewing Guide

1. What is the lie that Annie says the parents are teaching Helen

__that she can always have her way

__ that manners are not important

2. What does Helen do at the first meal with the family?

__eats from the family's plates

__tests to see what the family will do if she misbehaves

3. Who agrees with Annie and stops Captain Keller?

__Aunt Ev __Jimmy __Kate

4. What is the first word that Helen understands?

__key __mother __water

14 min. end of film

Inference

1. Annie tells Captain Keller the world is not an easy place and to let Helen have her way is a lie. What does she mean?

2. If you look at yourself as a language learner you can remember the time when you knew no English. How did you feel then? How has learning the language made you feel different? Helen was a very intelligent person. How do you think not being able to express herself affected her behavior before Annie came? How do you think she changed after she she learned that objects had names?

3. Why are keys and doors good symbols for this play?

MIRACLE WORKER VOCABULARY QUIZ

1. She'll live. The fever's gone. I've never seen a baby with more_____.
2. The child's been to specialists everywhere. They couldn't help her. I'm a sensible to this _____ as anyone else.
3. It's not safe to let her run loose. There must be some way to _____ her.
4. You need to be humble. You lack _____ or talent to bend to others.
5. Here is a gift for you with our _____.
6. She doesn't know what she's doing. She's a monkey. She _____ everything.
7. Carrying me down the ladder is very _____ but I'd rather go down under my own steam.
8. I'm sorry to _____ you this way.
9. Other children can hear. They are not _____ like Helen.
10. I give her candy to quiet her because sometimes she simply cannot be _____.
11. Helen will _____until she gets her way.
12. She's kicking and hitting. I know a _____ when I see one.
13. She's badly spoiled. I don't have any pity for this _____.
14. I can't see any purpose in Annie staying on here. She is _____,_____, _____, _____. I want you to give her notice to leave.
15. If you quit and _____ Helen then we will have to send her to an _____.
16. She's mad at me but she is dying to learn. I'm _____ her.
17. I've taught her one thing. No. But _____ is not enough.
18. We shouldn't let Helen always have her way. Annie thinks we _____ her too much.

confine	indulge
counting on	chivalrous
affliction	obedience
affection	asylum
tantrum	impaired
inconvenience	persist
vitality	tyrant
immodest	compelled
tact	ineffectual
abandon	impertinent
imitates	incompetent

Gestures and Nonverbal Language

1. Helen rocks her arms that are folded in front of her body
2. Captain hits a hand on the desk
3. Mr. Anagnos removes his hat when entering the train
4. Annie puts her hand to her forehead and closes her eyes
5. Annie points to her forehead with her index finger quickly
6. People move one hand back and forth or up and down
7. Annie moves her hand suddenly to her mouth
8. James removes his hat when he greets Annie
9. James extends a hand to Annie getting off the train
10. Annie grabs her bag when James tries to pick it up.
11. James and Captain extending a hand to the women when they get {into a / out of} carriage
12. Nodding head up and down
13. Kate avoids looking at or into the eyes of Captain who is asking questions.
14. Captain grabs Kate's arm when arguing
15. James shrugs his shoulders
16. Captain waves his arms away from his body
17. People make general one or two arm movement when talking
18. Annie shakes a doll
19. James salutes Annie
20. Captain crossed hands down and away from each other
21. Kate holds up a white cloth
22. Captain throws a napkin on the table.
23. Captain points a finger and shakes it a someone's face
24. placing a hand on the forehead
25. Kate places hands together vertically and places them near her mouth
26. Annie and Kate shake hands with each other
27. Annie flips a hand palm down, fingers moving up and down
28. The family bows their heads

Meanings of Gestures and Nonverbal Language

A. Polite - gesture expected of men

B. Remember

C. Goodbye

D. Afraid to tell someone the truth

E. Don't help. I'll do it myself, angry at the one trying to help

F. After a fright, fear

G. Rocking a baby

H. Exasperation

I. I don't understand, I don't get it

J. Common movements when talking, no special meaning

K. Exasperation

L. To get attention when angry, to show power when arguing

M. Redirected anger, punishing an object representing the one causing anger

N. Surrender

O. Mocking gesture by one person to give the impression that the other is giving orders like a military officer

P. Display of anger

Q. Finished

R. Go away

S. Praying to God

T. Polite gesture by a man when walking with a woman

U. Move along, faster, hurry up

V. Emphatic or threatening gesture done when one is angry

W. Thinking

X. Sign of agreement or thanks, or the conclusion of a discussion

Y. Pleading, begging

CHARACTER CHART

NAME	AGE	RELATIONSHIP	PHYSICAL DESCRIPTION	PERSONAL DESCRIPTION

LIST OF OBJECTS SEEN IN THE FILM

cradle
fireplace/mantle
lantern
staircase/bannister
clothes line/ clothes pins
pump/well
dinner bell
Christmas tree ornament
rocking horse
bench
wagon
doll
sewing basket
carriage
suitcase
trunk
eye cup
cemetary
tombstones
porch
pitcher & basin
mirror
braided rug
ladder
pen and ink
stool
sewing cord
lamp (kerosene, gas)
napkin
candle/lamp
saw horse
cob webs
basket
rocking chair
cage
tray
thimble
wheelbarrow

CLOTHING

parasol
(ladies) drawers/pantaloons
pajamas
nightgown
apron
umbrella
veil
9 hats